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&
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Palestinian Monetary Authority

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Report of Training Advisor
Titus Austin, Inc

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Contracting Technical Officer
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Introduction

During the nine-day visit, the author was able to satisfactorily accomplish and expand on three of the four objectives specified in the Technical Assistance Order

- to collect information about the bank examiners' use of Barents training courses through observation of the Credit I course at the Palestinian Monetary Authority (PMA) in Gaza, individual interviews with most of the Bank Supervision Department (BSD) staff in Gaza and Ramallah (refer to **Appendix 1**), and written course evaluation forms (see **Appendix 2**) *The author reexamined the training plan detailed in the March 1999 Diagnostic Report in light of this data collection process and confirmed its continuing applicability to the work of the BSD staff with only minor modifications*
- to present a draft performance assessment tool incorporating feedback from the Barents advisers to be distributed to appropriate PMA staff for feedback and eventually finalized for use by the BSD management and examiners (Refer to **Appendix 3**)
- to determine the need for additional tools to support training activities, on-the-job performance and the strategic planning process The author drafted a description of courses and requirements for BSD examiners to obtain certification at each of three levels core curriculum, intermediate curriculum and advanced specialist curriculum (See **Appendix 4**)

The WBG Project Manager and the author concluded that it was premature at this stage in the evolution of the project to conduct a training course on how to conduct/evaluate On-the-Job training (OJT) There is a need for senior examiners to provide more effective training for their team members However, a course in OJT will be more effective when the performance assessment tool has been finalized At that time, it can be used as a the basis for implementation and evaluation of OJT The author laid the groundwork for this deliverable by preparing a draft OJT course outline for consideration by the Barents resident advisers (Refer to **Appendix 5**)

Assessment of Barents' Training and Examiners' Future Training Needs

Barents' Courses

At the time of this writing, two Barents courses had been conducted in both locations (Gaza & Ramallah)—Basics of Banking Supervision in June and Credit I in July

This is no small feat, because the PMA/BSD's senior management has been reluctant to release the examiners from their heavy schedule of onsite inspections to participate in training activities That the program is only one month behind schedule is a tribute to the tireless efforts of the Project Manager and the assistance of short term advisers, such as Joe Selby, to persuade PMA management to support Barents training activities

Evaluative information was collected by the author in oral interviews lasting from 30 minutes to 1 hour The list of interviewees is contained in **Appendix 1** Written evaluation forms were also collected from all participants in the Credit I course in Gaza The results are summarized in **Appendix 2**

The Basics of Banking Supervision was intended as an introduction to the integrated banking supervision model, the backbone of all future Barents courses, and to

establish a common understanding of banking supervision terminology and concepts. The course was designed and delivered at both locations by Jay Doeden, the Resident Adviser/Project Manager, for five hours a day over a three-day period. Fifteen attended the course in Ramallah, including Executive Director Moussa Salman and PMA Banking Expert Ahmed Abdul Haleem, and a similar number participated in Gaza, including the BSD Manager, Ali Shaheen.

The course was highly rated by both experienced staff, who viewed the course as an excellent "refresher," and by new staff members, who valued the course for the foundation in bank supervision it provided them. Most participants plan to apply the CAMELS rating system in both their onsite and offsite supervision work. Many indicated that they look forward to a future course in which more time is devoted to detailed explanations of each of the CAMELS areas.

The Credit I course was a modified version of the Barents Introduction to Credit and Risk Management course. It was taught in both Ramallah and Gaza by Barents staff member Steve Gilbert and took place for five hours a day over a four-day period. Twelve staff members attended the course in Ramallah and nine participated in Gaza, including the BSD Deputy Manager, Salem Sabbah.

As can be seen from the results of the written course evaluation survey in **Appendix 2**, the subject matter was very appropriate to the participants' needs. Many interviewees emphasized that credit is the greatest weakness in the Palestinian banks. Some specifically mentioned that they will use the tools from the course for examining the financial conditions of companies and for requesting documentation on the borrower, and for preparing workpapers. Others indicated that they will use the "Five C's of Credit" for establishing the bona fides of the banks' borrowers.

Most interviewees found the case studies especially beneficial, though they would welcome cases based on Palestinian banks. Slightly lower ratings, though still very high, were given to the instructor, whose English was difficult for most to follow, and to the materials, which were in outline form on the power point slides.

Most interviewees also felt that on-the-job training would be even more useful than classroom case studies and were amenable to the idea of having the Barents advisers and instructors accompany the examiners on their onsite inspections. In this way, the Barents experts could more easily identify the strengths and weaknesses of the examiners and focus their training and consulting activities on the examiners' particular training needs.

Recommendations

- *Use case studies based on Palestinian banks*
- *Arrange for Barents advisers to accompany the BSD examiners on onsite examinations*
- *Supplement the Barents training materials with more detailed information from for example banking industry journal articles and newsletters internet web sites and resources etc. These additional resources will also help the examiners prepare for the examinations required for them to obtain a certificate*

Future Training Needs

English language

The examiners interviewed for this report were unanimous in expressing the need for English language training. Unquestionably English is the international language of the banking industry. Most of the examiners mentioned that a higher level of English proficiency in speaking, understanding and reading would help them in the following ways:

- to understand banking concepts encountered in their work with international clients, e.g. documentary letters of credit, and with international standards of bank supervision
- to profit more fully from the Barents courses and from opportunities for training in the region and in the US or UK

Several of the Gaza interviewees have studied English at their own expense at the British Council. However, these courses emphasized grammar at the expense of conversation and did not focus on banking terminology.

Recommendations

- *Purchase self-study materials in banking English which include cassette tapes to improve listening comprehension and understanding of banking concepts*
- *Conduct a one- to two- hour roundtable discussion in English each week on a specialized banking topic when a Barents course is not being offered*
- *Encourage Barents instructors to speak clearly since most of the course participants are trying to understand the English and using the interpretation only as a back-up*

Other training needs

Other training needs mentioned in this author's interviews with the examiners and the BSD managers confirm the schedule of courses for the three-level certificate training programs described in the Training Diagnostic in the March 1999 report. Specifically mentioned by several interviewees was the need for training in financial analysis, internal controls and audit, Treasury Department and foreign exchange transactions, and advanced credit, especially letters of credit and guarantees. Several examiners also indicated the need for training in International Accounting Standards applied to banking.

Recommendations

Retain the three-level training certification program described in the March Diagnostic Report but with two modifications

- (1) *Exchange the Internal Controls and Audit course in Level II with the Managing the Examination Process course in Level I so that the former is part of Level I and the latter is part of Level II*
- (2) *Exchange the International Accounting Standards course in Level III with the Bank Information Systems course in Level II so that the former is part of Level II and the latter is part of Level III*

Course Logistics

Scheduling the courses around the busy schedules of the examiners continues to be a challenge. The examiners are eager for training and prefer to have one course a

month, whereas their managers insist that the staff can only be released for training for part of a day for a week every other month

Another issue is the timing and duration of the course. Management would prefer that training be limited to three hours a day, whereas the examiners are satisfied with five hours per day. Most examiners also prefer that the courses last for five or six days instead of only three or four days to allow for more detailed discussion of specific issues.

Staff members in Gaza involved in offsite supervision prefer to have training between the 25th of the month and the 10th of the following month before the statements are due from the banks. Participants in onsite inspections are busy at all times of the month, they need adequate notice of the training, i.e. at least one or two weeks, to make plans.

Recommendations

- *Negotiate more days per course and one course per month in return for shorter days for training i.e. four hours per day instead of five*
- *If possible schedule courses to suit the Gaza participants involved in offsite supervision between the 25th of the month and the 10th of the following month*
- *Make sure that the examiners are notified two weeks in advance of the training program*

Performance Assessment Tool

In collaboration with Barents resident advisers Jay Doeden and Barbara Kamenski, the author developed a draft Performance Assessment Tool to evaluate examiners' level of proficiency in offsite and onsite supervision skill and knowledge areas they are expected to acquire and master during their classroom and OJT activities. (Refer to **Appendix 3**) There are two tools: one for the examiners to assess their own levels of proficiency and a parallel tool for their supervisors to provide an external perspective on the examiners' proficiency. The tool should complement the BSD's formal performance appraisal system. Its purpose is to help the staff determine strengths and areas where training is needed.

The tool consists of four sections:

- List of training activities the examiner has participated in during the reporting period
- Rating of proficiency in onsite and offsite supervision skill-knowledge areas
- Assessment of past training activities and current and future training needs
- Rating of Performance support systems (e.g. availability of appropriate job aids and equipment, opportunities to practice and get feedback on new skills, incentives to use new skills and knowledge on the job)

The draft performance assessment tool will be translated into Arabic and distributed to BSD managers and PMA senior management for their feedback and final approval.

Recommendations

- *Once it is finalized, distribute the tool to examiners and their supervisors on a quarterly basis*

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- *Implement a system preferably within the BSD for consolidating analyzing interpreting and reporting the results of the examiners self-report ratings and the supervisors ratings*
- *Ensure that the tool is supportive of other efforts to establish a performance appraisal system for the BSD*

Additional Tools

Description of certificate program

A draft memorandum describing courses and requirements for a three-level certificate program was developed by the author in collaboration with the Project Manager (Refer to **Appendix 4**) The memorandum will be translated in to Arabic and circulated to the appropriate managers in the PMA/BSD

Recommendations

- *Integrate the certificate program with the planned BSD performance appraisal system so that graduates of each level of the program are recognized in concrete ways for their achievement e.g through a step increase promotion or cash award*
- *Additional tools recommended by this author to support the BSD s staff performance improvement activities include*
 - Once the BSD s strategic plan is formulated a tool to monitor progress toward the plan s goals and objectives*
 - Standard evaluation form for courses delivered for BSD staff emphasizing participant s perceptions of the course s applicability to their current and anticipated future job performance*
 - Handbook orienting Barents instructors to the Palestinian banking system and the course participants*

Appendices

Appendix 1

List of Interviewees

Jav Doeden Project Manager/Resident Adviser
 Barbara Kaminski, Resident Adviser/Off-site Supervision
 Joe Selby Short-term Adviser

Interviewees Ramallah	Position in PMA/BSD	Interviewees Gaza	Position in PMA/BSD
Dr Moussa Salman	Supervisor, BSD	Ali Shaheen	Manager
Dr Ahmed Abd ul- huleem	Expert, BSD (formerly supervisor)	Salem Sabbah	Deputy Manager
Dr Azmi Awad	Assistant to Governor/Head of Human Resources	Adel Y Beseiso	Examiner Consultant
Sofian Barham	Examiner	Hussien Zagout	Examiner
Mustafa Abu Salah	Examiner	Suleyman Alqhamri	Examiner
Shaher Za'areer	Examiner	Ayman Odah	Examiner
Ma'moun Ghanayem	Examiner	Ahmed Abdul Malik Abu Rejeilla	Examiner
Lutfi Abu Jazar	Examiner	Mohamad Saleh Mostafa Alsiquah	Examiner
Saleem Ahmed Hamadneh	Examiner	Alla'a Skaik	Examiner
Sadiq Ahmed Ashayer	Examiner	Fawzi Faisal Abu Jazar	Examiner
Jamal Al-Aqrabawi	Examiner		
Najeh Hamamreh	Examiner		
Riyad Abushehadeh	Examiner		
Khaldoun A M Hussain	Examiner		

Appendix 2

Results of Course Evaluation

Credit I Seminar
Palestinian Monetary Authority—Gaza

Instructor Steve Gilbert

Number of respondents 8

Instructions

Please answer the following questions about this training. Your comments will be kept confidential and will be used to revise and improve future sessions of this program.

	Strongly Agree (1)	Agree (2)	Disagree (3)	Strongly Disagree (4)
The subject matter was appropriate	6	2	0	0
The presentation was clear and understandable	0	8	0	0
The handout materials and visual aids were clear and understandable	2	4	2	0
The case studies were beneficial	6	2	0	0

How would you rate this training overall?

- 3 Excellent
- 5 Good
- 0 Satisfactory
- 0 Weak

At what stage of his/her career should an examiner receive this training?

- 1 Immediately
- 4 After 3-6 months
- 4 After working on one or more exams
- 0 Other

Appendix 2 (continued)

What did you like best about this training?

New ideas though they were not presented in detail

What would you suggest to improve this training?

*New training courses in which more time is devoted to discussing issues in more detail
(3 respondents)*

Appendix 3

Performance Assessment Tool

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Performance Assessment Instrument Examiner's Supervisor Assessment

Today's Date

Date of Last Assessment of Your Subordinate

The purpose of this instrument is to help you and your subordinate pinpoint his/her strong points and training and development needs. The survey is anonymous; only the aggregate results from supervisors and their subordinates will be reported and used to improve training activities.

I Subordinate's Training History Please list below the training activities your subordinate has attended during the reporting period

Training Activity	Location	Dates of Attendance
a		
b		
c		
d		

II Assessment of Subordinate's Skills & Knowledge Please fill in the table below rating the performance of your subordinate in each of the following skill/knowledge areas using the scale at the bottom of the page

Skill/Knowledge Area	Rating				Comments
	1	2	3	N/A	
Off-site supervision					
Evaluating bank's compliance with regulatory reporting requirements					
Evaluating quality of bank's financial & regulatory reports					
Analyzing bank's financial condition based on ratio analysis					
in Uniform Bank Performance Report related to CAEL FX position					
Analyzing bank's condition within its peer group					
Adjusting CAMEL/CAEL					
1 = High level of proficiency			3 = Need to improve current level of proficiency		

2 = Adequate level of proficiency	N/A = Not applicable to current job
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Skill/Knowledge Area (off-site supervision continued)	1	2	3	N/A	1=High 2=Adequate 3=Needs improvement N/A=not applicable
Evaluating bank s future prospects based on trends analysis					
Recognizing early warning signs of bank s future problems					
Assigning rating based on risk factors					
Implementing necessary corrective actions					
Analyzing external auditors reports					
Maintaining contacts with bank s management					
Maintaining correspondence with banks					
Advising senior management of changes in bank s condition					
On-site Supervision					
Preparation & Entry					
Collecting & analyzing information about bank prior to on site inspection					
Determining objectives of on site inspection					
Making contact with bank prior to on-site inspection (senior examiners)					
Introducing inspection team & its objectives to the bank (sr exam)					
Establishing working relationship with counterparts in the bank					
Other					

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Skill/Knowledge Area	1	2	3	N/A		1=High 2=Adequate 3=Needs improvement N/A=not applicable
Capital						
Applying appropriate laws regulations & issuances						
Evaluating internal controls and audit						
Determining compliance with policies						
Addressing Islamic banking issues						
Analyzing risk based capital						
Analyzing ratios						
Analyzing dividends						
Accounting of Capital Accounts						
Preparing conclusion memos/report of exam comments						
Assigning rating Capital under CAMELS system						
Other						
Assets - Credit						
Applying appropriate laws regulations and issuances						
Analyzing internal controls & audit						

Skill/Knowledge Area (Asset Credit Continued)	1	2	3	N/A	1=High 2=Adequate 3=Needs improvement N/A=not applicable
Determining compliance with policies					
Analyzing Islamic Banking Issues					
Determining classification of credit					
Analyzing financial statements					
Evaluating letters of credit guarantees etc					
Analyzing/assessing collateral					
Evaluating concentrations of credit					
Evaluating insider and affiliate lending					
Accounting of loan accounts/ledger reconciliations					
Analyzing 'Other Assets					
Analyzing Other Real Estate Owned					
Aggregating classifications/report of examination					
Preparing conclusion memos/report of exam comments					
Other					

Skill/Knowledge Area	1	2	3	N/A	1=High 2=Adequate 3=Needs improvement N/A=not applicable
Assets - Investments					
Applying appropriate laws regulations and issuances- Investments					
Evaluating internal controls & audits					
Determining compliance with policies					
Addressing Islamic banking Issues					
Accounting of investment portfolio/ledger reconciliations					
Aggregating investments/report of examination					
Preparing Conclusion Memos/Report of Exam Comments					
Assigning rating of Assets under CAMELS system					
Other					
Management					
Evaluating bank s organizational structure					
Assessing bank s strategic plan					
Assessing managerial roles in component areas					

Skill/Knowledge Area (Management continued)	1	2	3	N/A		1=High 2=Adequate 3=Needs improvement N/A=not applicable
Evaluating development & implementation of bank policies						
Assessing management information systems						
Assessing human resources systems						
Assessing management accountabilities						
Assessing coordination between Management and Board of Directors						
Addressing Islamic banking issues						
Preparing conclusion memos/report of exam comments						
Assigning of rating of management' under CAMELS system						
Other						
Earnings						
Applying appropriate laws regulations & issuances						
Evaluating internal controls & audit						
Determining compliance with policies						
Addressing Islamic banking issues						
Analyzing ratios						

Skill/Knowledge Area (Earnings continued)	1	2	3	N/A		1=High 2=Adequate 3=Needs improvement N/A=not applicable
Reviewing income statement/ledger reconciliation						
Conducting comparative/peer group analyses						
Evaluating bank budget						
Preparing conclusion memos/report of exam comments						
Assigning rating of Earnings under CAMELS system						
Other						
Liquidity						
Applying appropriate laws regulations & issuances						
Evaluating internal controls & audit						
Determining compliance with policies						
Addressing Islamic banking issues						
Analyzing liquidity ratios						
Conducting liquidity balance sheet analysis/ledger reconciliation						
Conducting asset liability analysis (rate sensitivity)						
Conducting comparative/peer group analyses						

Skill/Knowledge Area (Liquidity continued)	1	2	3	N/A		1=High 2=Adequate 3=Needs improvement N/A=not applicable
Preparing conclusion memos/report of exam comments						
Assigning rating of 'Liquidity' under CAMELS system						
Other						
Sensitivity						
Evaluating interest rate risk						
Evaluating foreign exchange risk						
Evaluating trading risk						
Evaluating market risk						
Evaluating environmental risk						
Foreign Exchange						
Applying appropriate laws regulations and issuances						
Evaluating internal controls & audit						
Determining compliance with policies						
Evaluating foreign exchange MIS						
Addressing Islamic banking issues						

Skill/Knowledge Area (Foreign Exchange continued)	1	2	3	N/A		1=High 2=Adequate 3=Needs improvement N/A=not applicable
Preparing conclusion memos/report of exam comments						
EDP Systems						
Applying appropriate laws regulations & issuances						
Evaluating internal controls & audit						
Determining compliance with policies						
Assessing risks within bank s EDP systems						
Assessing management of EDP systems						
Assessing back up of EDP systems						
Preparing conclusion memos/report of exam comments						
Teamwork						
Carrying out assigned role on on-site inspection						
Working cooperatively with other team members						
Applying feedback from team leader						
Other						

Skill/Knowledge Area	1	2	3	N/A		1=High 2=Adequate 3=Needs improvement N/A=not applicable
On-the-job Coaching Skills (Senior Examiners only)						
Designing structured OJT for team members						
Implementing OJT program for team members						
Clarifying inspection objectives						
Assigning and explaining team member roles						
Delegating appropriate tasks to subordinates						
Eliminating roadblocks to effective performance						
Providing appropriate resources to team members						
Providing effective feedback on team member performance						
Using appropriate leadership style for team member s level						
Other						

Skill/Knowledge Area	1	2	3	N/A		1=High 2=Adequate 3=Needs improvement N/A=not applicable
Post-Exam						
Completing report of examination						
Conducting management exit meetings						
Conducting Board of Directors meetings						
Conducting briefings of senior PMA management on bank s condition						
Monitoring corrective actions						
Preparing/finalizing all workpapers						
Other						

III Assessment of Subordinate's Training Needs

- 1 Which of the above skill/knowledge areas do you feel represent your subordinate's strong points? List three
- 2 Which of the above skill/knowledge areas do you feel represent your subordinate's weaker points? List three
- 3 Which aspects of the training activities listed on page 1 were the most useful to your subordinate in performing his/her job during this rating period?
- 4 Which aspects of the training activities you listed on page 1 were the least useful to your subordinate in performing his/her current job?
- 5 What new tasks do you think your subordinate will be expected to perform in the near future (next 6 months to 1 year)?
- 6 List training courses or activities which your subordinate will need to perform the new tasks

IV Assessment of Performance Support Systems

Using the scale below please rate the following elements in your subordinate's work environment which can support or hinder his/her ability to use the skills & knowledge he/she acquired from training

- 1 = Excellent
 2 = Very Good
 3 = Good
 4 = Fair
 5 = Poor

Element	Rating					Comments
	1	2	3	4	5	
a Provision of opportunities to practice new skills & knowledge & receive feedback from supervisors & peers						
b Provision of rewards for successful use of new skills & knowledge & penalties for not using them						
c Quality of job aids (e.g. manuals, software) to support use of new skills & knowledge						
d Availability of relevant information to support application of new skills & knowledge						
e Quality of physical environment (e.g. necessary equipment, office space)						

Appendix 4

Certificate Training Program for PMA Bank Examiners

Purpose

The purpose of the certificate training program is to specify a common set of skills and knowledge that the PMA bank examiners need to master in order to perform their jobs effectively as they progress in their careers. The three-level program is based on a detailed analysis of PMA bank examiner training needs conducted by USAID/Barents TAI in cooperation with the PMA/BSD management and the BSD staff.

The program is divided into three levels of increasing difficulty and specialization.

- Level I (Core Curriculum)
- Level II (Intermediate Curriculum)
- Level III (Advanced Specialist Curriculum)

Each level consists of six or seven required courses. Each course within the level consists of approximately 24 hours of classroom instruction.

Requirements

In order to receive a certificate at each level and progress to the next level, the candidate must complete the following requirements:

- Attendance at all sessions of the required courses for that level

If the candidate is unable to attend one of the required courses, he or she may request that an equivalent course from another institution which she or he has attended within the last year, be substituted. The BSD management and appropriate Barents adviser will decide on the equivalency of the substituted course on a case by case basis. Alternatively, the candidate can prepare a special project on the course he or she was unable to attend. This project must be approved by the BSD management and appropriate Barents adviser.

- Passing grade on the individual project covering the required courses at each level

After completing the required courses at each level, each participant must complete an individual project, which will consist of a comprehensive case study demonstrating application of the major skills and knowledge areas covered. Standards for receiving a "passing" grade will be predetermined by a committee consisting of the BSD management and appropriate Barents advisers. The committee will also evaluate each individual project. If the candidate does not receive a passing grade, he or she will be permitted to redo the project after a period of time agreed on by the participant and the committee. There will be a limit of three attempts to receive a passing grade.

Appendix 4 (Continued)

Level I (Core Curriculum) Training

The Level I courses provide the fundamental principles and skills for bank examiners to effectively carry out their work in on-site and off-site supervision. The required courses for the Level I certificate are

- an introductory course on bank supervision and the PMA
- the bank supervision computer-based simulation course addressing asset-liability management
- one off-site supervision techniques course and one related course, Application of CAMEL rating system
- one on-site supervision techniques course and two related courses: Credit I and Internal controls and audit

Level II (Intermediate Curriculum) Training

After satisfactory completion of the Level I curriculum requirements, the examiners should undertake more advanced training. The Level II curriculum is designed to give the examiner with 1 year or more of experience in bank supervision or the equivalent additional in-depth training in areas addressed in Level I. The required courses for the Level II certificate are

- Credit II, with an emphasis on letters of credit
- Managing the examination process
- Funds management and liquidity
- Financial analysis

In addition, the curriculum will provide basic training in more specialized areas for bank examiners

- Foreign exchange I
- International Accounting Standards

Level III (Advanced Specialist Curriculum) Training

When the examiner has completed the course and examination requirements for Level II, he or she is ready to progress to the advanced Level III program, which is designed for BSD staff with 2 or more years of bank supervision experience or the equivalent. Included in this curriculum are courses needed by the staff as the Palestinian banking

Appendix 4 (Continued)

sector develops and as they progress in their careers. The required courses at this level are

- Licensing of banks, branches and subsidiaries
- Bank information systems
- Supervising troubled banks
- White collar crime
- Foreign exchange II

In addition, a course on Ethics and professional behavior is designed for experienced examiners and BSD management to resolve potential problems that impair the public image of the PMA and potentially create other liabilities.

The requirements for course attendance and completion of the examination covering the six courses in this sequence are the same as for Levels I and II.

Appendix 5

Proposed Topics for On-the-Job Training (OJT) Course

(Based on HRD Press' "Coaching for Results" and TAI Materials)

Session 1 Introduction to On-the-Job Training (OJT)

--Role of the Coach

--Definition

--Benefits

Source Module 1 in "Coaching for Results"

Session 2 Communication skills

--Listening & observation

Source TAI materials

Session 3 Developing an OJT plan

--Preparation

--Presentation/Demonstration

--Tryout

--Follow-up

Source Module 3 in "Coaching" and TAI materials

Session 4 Delegation

--Self assessment

--Do's & Don'ts

--Delegation matrix (Who, what, when)

Source Module 5 in "Coaching" and TAI materials

Session 5 Enabling employees to succeed

--Roadblocks

--Resources

Source Module 6 in "Coaching", BSD experience/cases

Session 6 Observing & measuring performance

--Use of assessment instruments

Source Module 7 and BSD performance assessment tool

Session 7 Correcting performance discrepancies

--Giving & receiving feedback

--The Coaching Model

Source Modules 8 and 9 and TAI materials

Appendix 5 (Continued)

Session 8 Motivation and Morale

Models of Motivation

Source Module 9 and TAI materials

Session 9 Leadership Styles

--Employee growth stages

--Leadership style survey

--Employees' needs for leadership

Source Module 11